BTEC

# BTEC Performing Arts

## Assignment Brief

Qualification: BTEC International Level 3 Diploma and Extended Diploma in Performing Arts

Module G: G18 Producing a Personal Project & G19 Using Material for Self-promotion and Networking

Issue Date:
Deadline Date:
Assessor:

Pearson

# Important guidance for using Example Assignment Briefs

Example Assignment Briefs (EABs) are provided as support and guidance.
Teachers are not required to use them.

You are free to use or adapt them in any way to suit your programme and learners. When adapting EABs, or creating your own, you must ensure the
minimum requirements listed on the ‘BTEC Internal Verification of Assignment Briefs’ are met.

# Assignment: My Progression

**G18: Producing a Personal Project**

1. Devise and develop a personal performing arts project.
2. Demonstrate technical and interpretive skills within a project.
3. Create final outcomes in response to the aims and constraints of the project.

**G19: Using Material for Self-promotion and Networking**

1. Define and plan self-promotional material in relation to networking opportunities.
2. Select and create content for self-promotional material.
3. Present self-promotional material for planned opportunities.

# Context

Having worked to develop and refine skills related to your chosen specialism and intended progression route, you will now have the opportunity to create an individual performance project that showcases your skills and promotes you as a performer.

# Your brief

As an aspiring performer it is vital that you are able to demonstrate your strengths and qualities to people such as university admissions tutors, potential employers, agents and casting directors.

This assignment requires you to develop a personal performance project that will showcase the best of your work and promote you as a performer in your chosen specialism.

# Task 1: My Showcase

You should create, develop and realise a personal performance project.
The project should allow you to:

- put into practice skills and techniques developed in the previous assessment unit for this module
- demonstrate your technical and interpretive performance skills within your chosen specialist area.

You should:

- decide on the concept for your project.
  You could:
  - base the work around a theme
  - develop a performance response to a stimulus
  - focus on a particular performance style
- create a production plan for your project that:
  - sets clear creative aims and objectives
  - includes a timeline for the development process
  - identifies required resources
  - considers any constraints, challenges and issues
- develop and rehearse your performance project identifying and critically evaluating areas for improvement and

changing your approach, applying creativity and innovation as necessary.

# Task 1: My Showcase

You should present your performance to an audience in a live showcase event. Your performance work should:

- demonstrate proficient selection and use of technical and interpretive skills related to the project scenario and chosen specialism
- fully meet the aims and constraints of the project
- demonstrate a creative and capable use of the selected performance style and medium
- show an extensive understanding of professional practice in relation to the chosen specialism.

# Criteria covered by Task 1

| G18.1 Devise and develop a personal performing arts proje | |
|---|---|
| **Unit/Criteria Reference** | To achieve the criteria you must show that you are able to: |
| G18.P1 Pass<br><br>**Devise and Develop** | At **Pass**, learners use relevant planning processes and show capable application of project management skills. They will develop the product competently, in line with the aims and constraints of the project. |
| G18.M1 Merit<br><br>**Effective** | At **Merit**, learners use planning processes that show modification of their approach to challenges and issues, discarding ideas as they refine the work, in line with the aims and constraints of the project. |
| G18.D1 Distinction<br><br>**Accomplished** | At **Distinction**, learners show innovation in the modification of their approach, making valid judgements about challenges and issues. They will apply a range of knowledge, skills and understanding, with consideration of the aims and constraints of |

the product.

# Criteria covered by Task 1

## G18.2 Demonstrate technical and interpretive skills within a project

| Unit/Criteria Reference | To achieve the criteria you must show that you are able to: |
|---|---|
| G18.P2 Pass<br>**Competent** | At **Pass**, learners showcase an appropriate level of capability in their use of technical and interpretive skills and show a clear understanding of how to apply relevant skills in a project scenario. |
| G18.M2 Merit<br>**Effective** | At **Merit**, learners showcase a secure level of capability in their use of technical and interpretive skills and show a secure understanding of how to apply relevant skills in a project scenario. |
| G18.D2 Distinction<br>**Accomplished** | At **Distinction**, learners showcase a proficient level of capability in their use of technical and interpretive skills and show a full and logical understanding of how to apply relevant skills in a project scenario. |

# Criteria covered by Task 1

## G18.3 Create final outcomes in response to the aims and constraints of the project

| Unit/Criteria Reference | To achieve the criteria you must show that you are able to: |
|---|---|
| G18.P3 Pass<br><br>**Competent** | At **Pass**, learners show appropriate consideration for the aims and constraints of the project, such as target audience, medium and/or artistic vision. They will use the medium with some understanding of professional practice. |
| G18.M3 Merit<br><br>**Effective** | At **Merit**, learners successfully meet the main aims and constraints of the project. They will use the medium with clear understanding of professional practice related to the final outcome. |
| G18.D3 Distinction<br><br>**Accomplished** | At **Distinction**, learners fully meet the aims and constraints of the project. They will show a creative and capable use of the medium and extensive understanding of professional practice related to the final outcome. |

# Task two: Self-promotion

You should now think about how you are going to promote yourself as a performer and develop networking opportunities.
You will put together a promotional portfolio for yourself that should include information about yourself and examples of your performance work.

Your promotional portfolio could include:

- a presentation of your personal performance project with a justification of your creative choices
- a video show reel of contrasting work demonstrating your technical and interpretive skills
- promotional photographs
- information about you, including performance skills and relevant experience
- contact details and links to social media.

You should present a comprehensive and creative promotional portfolio that is appropriate for your skills and networking opportunities, showing thorough understanding of its potential audience and presented using professional language.

# Criteria covered by Task 2

| G19.1 Define and plan self-promotional material in relation networking opportunities | |
|---|---|
| **Unit/Criteria Reference** | To achieve the criteria you must show that you are able to: |
| G19.P1 Pass<br><br>**Competent** | At **Pass**, learners present material that shows an understanding of audience and networking potential, using appropriate links and language for their specialism and audience. |
| G19.M1 Merit<br>**Effective** | At **Merit**, learners present material that shows a full understanding of audience and networking potential, with clear consideration of purpose, using links and language that produce the intended result for their audience. |
| G19.D1 Distinction<br><br>**Accomplished** | At **Distinction**, learners present material that shows a thorough understanding of audience and networking potential with a far-reaching consideration of purpose, using professional language and links that produce a positive impression for the audience. |

# Criteria covered by Task 2

| G19.2 Select and create content for self-promotional mater | |
|---|---|
| **Unit/Criteria Reference** | To achieve the criteria you must show that you are able to: |
| G19.P2 Pass **Competent** | At **Pass**, learners present content that shows adequate technical and interpretative skills within their specialism. |
| G19.M2 Merit **Effective** | At **Merit**, learners present content that shows capable technical and interpretive skills and clearly links to networking opportunities. |
| G19.D2 Distinction **Accomplished** | At **Distinction**, learners present content that demonstrates technical and interpretive skills that demonstrate a proficient level of ability and extensive consideration and links to networking opportunities. |

# Criteria covered by Task 2

## G19.3 Present self-promotional material for planned opportunities

| Unit/Criteria Reference | To achieve the criteria you must show that you are able to: |
|---|---|
| G19.P3 Pass<br><br>**Adequate** | At **Pass**, learners present material that includes most of the vital content for self-promotion and networking, material is presented in an appropriate medium and style. |
| G19.M3 Merit<br><br>**Effective** | At **Merit**, learners present material that includes all vital content for self-promotion and networking, material is logical and coherently presented. |
| G19.D3 Distinction<br><br>**Accomplished** | At **Distinction**, learners present material for self-promotion and networking that is comprehensive in content, material is presented in a creative manner and is easily navigated, to a near professional standard. |

# Checklist of evidence required

**Task 1**

A plan for your personal performance project to include aims and objectives.

A log* of the project process including development and rehearsal activities.

Videos of milestone rehearsals and the final performance to an audience.

**Task 2**

Your promotional portfolio including links to video recordings of your performance work.

*This log can be in any form suitable for the submitted evidence, such as video, audio, screen recordings with commentary, written or a combination of forms.

# BTEC Creatives

Performing Arts

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